

2023 - 2024 Prospect House Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Prospect House
Number of pupils in school	124
Proportion (%) of pupil premium eligible pupils	50%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-24
Date this statement was published	September 2023
Date on which it will be reviewed	July 2024
Statement authorised by	T Gallier
Pupil premium lead	M Gleeson/T Gallier
Governor / Trustee lead	D Ridsdale

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£90, 210
Recovery premium funding allocation this academic year	£14,500
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£90,210

Part A: Pupil premium strategy plan

Statement of intent

Position Statement 2023-24 and Characteristics

Prospect House Primary School is, in its fourth year of opening, and moved onto the permanent site on 4th May 2022 in Higher Blackley, North Manchester, having previously shared a site with Grange school from September 2020 – May 2022.

In 2020 - 21, the initial cohort of 25 children were housed in 2 classrooms within the Grange building. For part of 2021-22 (September to May) four classrooms were provided on the Grange site to accommodate a further 25 children for academic year 2021/22.

From September 2022 the cohort rises to 80 children housed on the permanent site and from September 2023 124 pupils attend.

The admission criteria for Prospect House: aged 3-11, with a diagnosis of a severe learning difficulty. Pupils are typically working up to and including Y2 outcomes with most pupils working significantly below age related expectations.

Most pupils join the school from mainstream schools and nurseries, including private day nurseries. Classes are structured and staffed according to need.

Current School Cohort by Deprivation Characteristic

Characteristic	School 2023-24
Number on Roll	124
% Free school meal eligibility	50%
% Students from minority ethnic groups	60%
% Students with first language not English	27.4%
Deprivation indicator	62
Number of Boys	90
Number of Girls	34

Disadvantaged Pupils Barriers to Success

- Outcomes and progress can be impacted by several factors - all pupils at Prospect House have an Education Health Care Plan, and all pupils have a diagnosis of autism or additional complex learning difficulties.
- Pupils can also have additional social and emotional mental health difficulties.
- As a school we have a strong focus on identifying barriers that each pupil may face.
- The impact of Covid-19 is still significant for many of our families: Children who will be starting in Reception do not have the independence or social skills that they usually would. Key stage 1 pupils who missed out on early teaching and have not yet caught up, particularly in phonics and handwriting Pupils were still struggling with behavioural expectations and social skills such as listening.
- Lack of access to local community and a lack of enrichment opportunities. Leaders recognise the particular importance of providing these sorts of opportunities for pupils with SEND, to support their preparation for their next stage

of education and life.

What are the school's ambitions for academic achievement and personal development?

- Encourage staff to become pupil premium experts as the school continues to grow: Develop their understanding of pupil mental health and wellbeing and the impact that adverse childhood experience can have on pupils
- Apply for a professional qualification, such as the national professional qualification for senior leadership (NPQSL)
- Targeted support sessions: Emotional Literacy focus – TA3 to help pupils with social, emotional, and mental health needs to manage their feelings
- Speech and language groups: TA3 to help pupils who have poor communication skills. Develop the use of AAC to motivate and support functional communication.
- Structured English and maths intervention groups: small, regular teaching groups and weekly one-to-one sessions – TA3 for English and Maths to support this.
- Social skills groups/Breakfast Club/Lunch clubs – where pupils with social and emotional needs learn how to play alongside pupils who have good social skills
- Holistic support for behaviour and attendance: Attendance team offering early intervention and family support.
- Create an 'anything is possible' culture: School visits, Residential trips, inviting inspiring and influential people into school to meet our pupils and share their experiences. Meeting with local business and council leaders. Before- and after-school clubs, Breakfast clubs, Music tuition and therapy.
- Develop Sensory Integration Approaches via in-house occupational therapists and TA3 to support children to reach a calm state of mind in which they were ready to learn. The therapists will work alongside staff, training them and making sure this is available to all pupils who need it, both in school and at home.

How we plan to spend this year's allocation:

The aim of our pupil premium spend in the 2023-24 academic year is to diminish the difference in progress gaps between 'All pupils' and entitled those entitled to 'Pupil Premium' Funding. In addition, the catch-up premium has been designed to mitigate the effects of the unique disruption caused by (COVID-19).

As a school we recognise the need to maintain a high standard of education for all and we strive to ensure outstanding teaching and learning across all areas. As a

result of these aims our Pupil Premium Plan/Catch up funding plan is based on a tiered spending plan in three key areas:

- Teaching
- Targeted academic support
- Wider strategies

The school has used research and supporting evidence from The Education Endowment Fund to develop this plan.

www.educationendowmentfoundation.org.uk

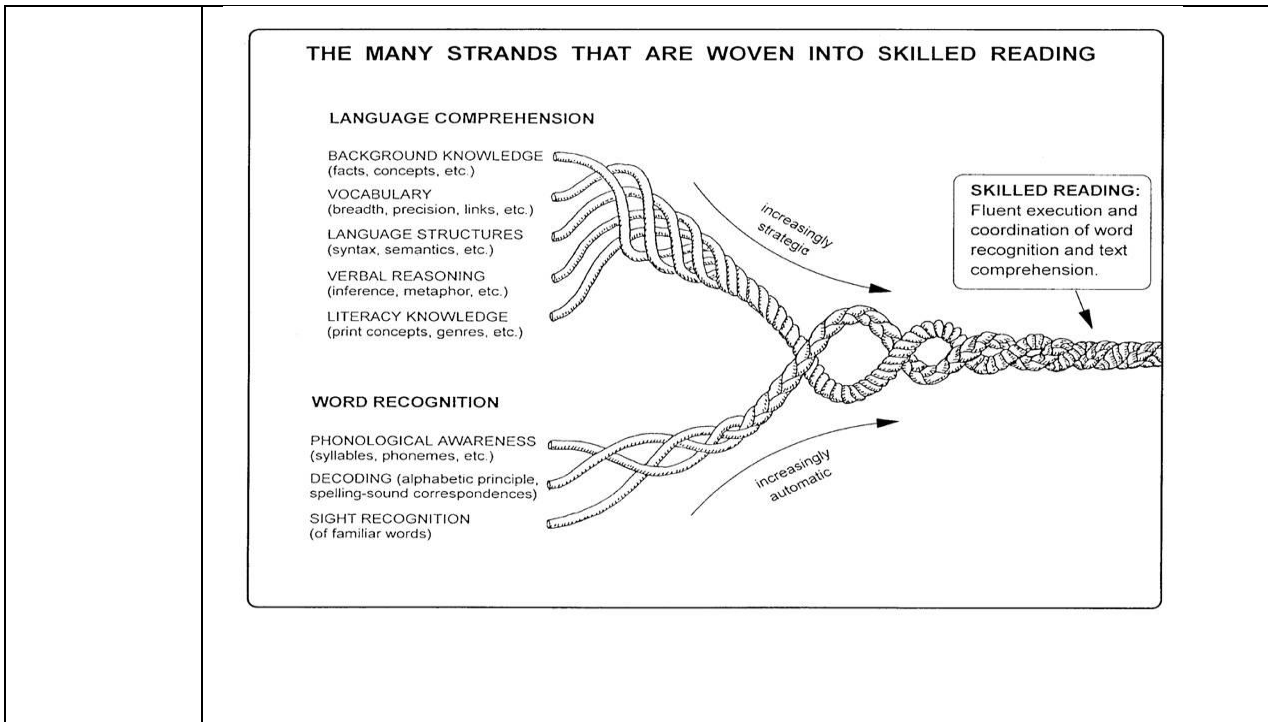
The EEF recommends that great teaching is the most important lever schools have to improve outcomes for their pupils. Many of the most effective ways to raise attainment will benefit all groups of pupils.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	<p>In the context of the UK, one in four children in the UK is growing up in poverty (DWP 2009). For these children, the impact of poverty on their chances of educational and life success is profound. In addition, all pupils at Prospect House have an Education Health Care Plan, and all pupils present with a wide range of severe learning difficulties, including autism, speech, language and communication and PMLD.</p> <p>Overall, pupils with SEND are twice as likely to be eligible for free school meals (FSM) than their typically developing peers: 31% vs. 15% (Department for Education [DfE], 2021b).</p>
2	<p>Pupils can also have additional social and emotional mental health difficulties which can impact on social skills and the development of friendships in school. The pandemic has exacerbated this further as children in EYFS and KS1 arrive at school with little to no experience of playgroups, nursery etc.</p>
3	<p>The impact of Covid-19 has been significant & continuing; there is a need to reflect on pupils' thinking, strengths, and weaknesses across all key stages and consider expected progress measures.</p> <p>The Ofsted paper on educational recovery found that cross the academic year, leaders said the pandemic had resulted in poorer behaviour among some pupils. This was commonly characterised by:</p>

	<p>1. poorer social skills, such as not taking turns and sharing</p> <p>2. not engaging with learning</p> <p>3. inappropriate behaviours, such as bullying and fighting</p> <p>Pupils at Prospect House also have a range of significant sensory processing difficulties.</p>
4	<p>Attendance – some children have complex needs or social emotional issues, which impact on attendance, behaviour, and learning.</p> <p>Findings from Ofsted evidence</p> <p>“In special schools, parental anxiety was common when pupils had medical needs that could be exacerbated by COVID-19. Pupils with SEND have historically been more likely to be persistent absentees and inspectors saw this continuing in the summer term”</p>
5	<p>Functional communication – Pupils at Prospect House all have significant language delays, again exacerbated by the pandemic, when access to tailored support was disrupted, alongside a lack of enrichment opportunities which support functional communication in action, for example, going shopping, swimming or attending a friends birthday party.</p> <p>Pupils at Prospect House require a consistent speech, language, and communication programme within school and for this to be reflected this in the curriculum targets set.</p> <p>Pupils need access to quality assured practice in communication, resources technology and staff training development CPD/training in specific communication approaches.</p>
6	<p>Some pupils with SEND have missed out on tailored support and may have had limited exposure to a broad and balanced curriculum during the pandemic, resulting in more pronounced gaps in knowledge and skills. As a result, careful Curriculum development using the data analysis of subjects, is required, to close the gap of PP & NPP within identified subjects for 2023-24.</p> <p>For example, for many children, learning to read is a challenging undertaking.</p> <p>Scarborough’s reading rope (illustration below) demonstrates this and allows us to identify which areas of reading children find most difficult. From this we can tailor support strategies.</p>



Intended outcomes

This explains the outcomes we are aiming for by the end of our current strategy plan, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
<p>Teaching & Learning</p> <p>EYFS:</p> <p>To improve outcomes at 5 years old</p> <ul style="list-style-type: none"> ❖ Support meaningful, functional communication development for all children but particularly for children from disadvantaged backgrounds. ❖ To reduce workload for teachers and childcare practitioners. <p>To improve outcomes in EYFS so that PP pupils will achieve at least as well as their NPP peers.</p> <p>Target gap: 0% PP & NPP</p>	<p>Through achievement of improved performance, as demonstrated by our end of year assessments</p> <p>100% OF PUPIL PREMIUM AND NON PUPIL PREMIUM STUDENTS ACHIEVE EXPECTED PROGRESS WITH AT LEAST 50% OF STUDENTS ACHIEVING BETTER THAN EXPECTED PROGRESS</p>
<p>Curriculum: Focus subjects 23-24 – Science & Number</p> <p>To improve outcomes at KS1 & 2 so that PP pupils will achieve at least as well as their NPP peers.</p>	<p>Students will have clear opportunities to re-visit essential learning, which is embedded and secure in the curriculum offer, as they move through the school to build, develop, and refine their skills.</p>



	<p>This will be IQA and EQA across the year.</p> <p>Careful timetabling and personalisation ensure that these key components work together to meet the needs of everyone.</p> <p>Pupils can use a range of communication systems to aid their understanding and to develop expressive communication skills.</p> <p>Through achievement of improved performance, as demonstrated by our end of year assessments</p> <p>100% OF PUPILS MAKE EXPECTED PROGRESS WITH AT LEAST 50% OF PUPILS MAKING BETTER THAN EXPECTED PROGRESS in these areas with a reduction in any disparity in outcomes between disadvantaged pupils and their peers.</p> <p>Through achievement of EHC plan & Skills target termly outcomes.</p>
<p>Disadvantaged pupils have greater confidence and independence to help them engage more with the wider community and prepare for their next life stage.</p> <p>All pupils develop those essential friendships and relationships with staff and peers that underpin school and life success.</p>	<p>EOY EHCP and SKILLS targets are met by all pupils.</p> <p>Attendance is in line with Trust expectations for GOOD attendance (98%+)</p> <p>Through observations and discussions with pupils and their families (Coffee Mornings, Riding The Rapids, Termly parent voice).</p>




Activity in this academic year

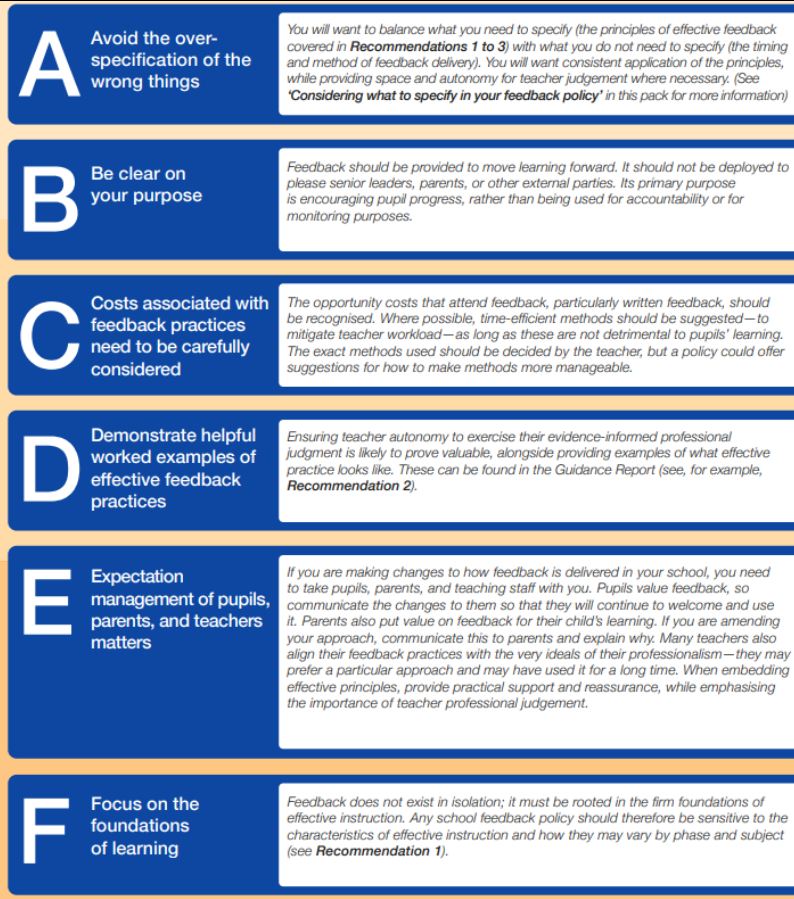
This details how we intend to spend our pupil premium (and recovery premium funding) this academic year to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 55,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Internal Quality Assurance Processes:</p> <p>Regular monitoring of subjects and workbooks by Head, DHT/AHT and Subject Leaders to ensure that teaching is good or better and that good practice is shared across school.</p> <p>Assessment tracking.</p> <p>Moderation in year groups using school based assessment systems</p> <p>Curriculum Leaders (each term) to meet</p>	<p>EEF Teacher Feedback to Improve Pupil Learning</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback</p>  <p>High quality assessment makes teaching more efficient by ensuring that effort is not wasted on rehearsing skills that a pupil already knows well.</p> <p>https://d2tic4wv0iusb.cloudfront.net/eef-guidance-reports/feedback/School_Leader_Implementation_Support.pdf?v=1666260458</p>	<p>3</p>



<p>with SLT to analyse data for their class and cohort and set / review targets for the identified children to make progress.</p> <p>Classteacher & Curriculum Leader (each term) to enable pupil progress meetings to take place.</p> <p>Class Teams Lay the foundations for effective feedback by using high quality AfL to assess learning gaps that need addressing</p>	 <p>A Avoid the over-specification of the wrong things <i>You will want to balance what you need to specify (the principles of effective feedback covered in Recommendations 1 to 3) with what you do not need to specify (the timing and method of feedback delivery). You will want consistent application of the principles, while providing space and autonomy for teacher judgement where necessary. (See 'Considering what to specify in your feedback policy' in this pack for more information)</i></p> <p>B Be clear on your purpose <i>Feedback should be provided to move learning forward. It should not be deployed to please senior leaders, parents, or other external parties. Its primary purpose is encouraging pupil progress, rather than being used for accountability or for monitoring purposes.</i></p> <p>C Costs associated with feedback practices need to be carefully considered <i>The opportunity costs that attend feedback, particularly written feedback, should be recognised. Where possible, time-efficient methods should be suggested—to mitigate teacher workload—as long as these are not detrimental to pupils' learning. The exact methods used should be decided by the teacher, but a policy could offer suggestions for how to make methods more manageable.</i></p> <p>D Demonstrate helpful worked examples of effective feedback practices <i>Ensuring teacher autonomy to exercise their evidence-informed professional judgment is likely to prove valuable, alongside providing examples of what effective practice looks like. These can be found in the Guidance Report (see, for example, Recommendation 2).</i></p> <p>E Expectation management of pupils, parents, and teachers matters <i>If you are making changes to how feedback is delivered in your school, you need to take pupils, parents, and teaching staff with you. Pupils value feedback, so communicate the changes to them so that they will continue to welcome and use it. Parents also put value on feedback for their child's learning. If you are amending your approach, communicate this to parents and explain why. Many teachers also align their feedback practices with the very ideals of their professionalism—they may prefer a particular approach and may have used it for a long time. When embedding effective principles, provide practical support and reassurance, while emphasising the importance of teacher professional judgement.</i></p> <p>F Focus on the foundations of learning <i>Feedback does not exist in isolation; it must be rooted in the firm foundations of effective instruction. Any school feedback policy should therefore be sensitive to the characteristics of effective instruction and how they may vary by phase and subject (see Recommendation 1).</i></p>	<p>Teachers are clear on the principles of effective feedback, and on how our policy aligns with these.</p>
<p><i>High Quality CPD for all staff</i></p> <p>Lesson observations and learning walks focus on feedback to improve. CPD/ coaching provided in any areas where this is identified as useful.</p> <p>Relevant training is provided to ensure the</p>	<p>EEF framework 'Greater Teaching Toolkit'. https://www.suttontrust.com/wp-content/uploads/2014/10/What-Makes-Great-Teaching-REPORT.pdf</p> <p>The best evidence available indicated that great teaching is the most important level schools can have to improve pupil attainment.</p> <p>Expert teachers develop a board array of teaching strategies that, combined with subject knowledge and knowledge of their pupils, positively impact on learning.</p> <p>EEF Mastery Approaches https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning Maths_guidance_KS_1_and_2.pdf (pub-lishing.service.gov.uk)</p>	<p>1 2 5 6 7</p>

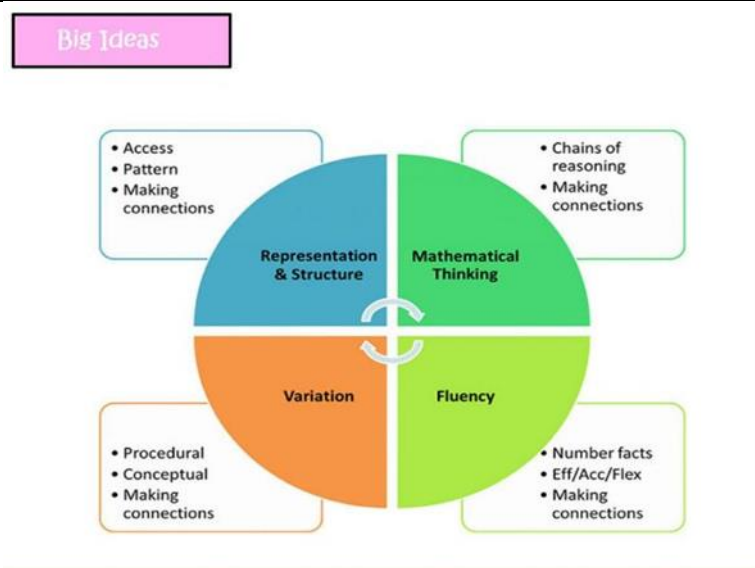
provision for our disadvantaged pupils is of high priority and we are up to date with the current programmes.

Mastery learning approaches reflected in the curriculum content. Pupils to have access to high quality resources to support teaching and learning.

Training delivered to who school staff by Maths lead. Lesson observations/learning walks with mastery focus.

Dedicated TA3 to support the development of numeracy across the curriculum.

Whole school curriculum planning. Staff meeting time (2 meetings per half term) for all staff.



EEF Oral language interventions

<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions>

<https://speechandlanguage.org.uk/talking-point/for-professionals/the-communication-trust/what-works-database/>

What Works is a moderated online library of evidenced interventions that aim to support children's speech and language.

[The Communication Commitment](#) is a free online resource to help develop a whole-school approach to communication. The Commitment offers practical ideas and resources to support schools in some of their specific duties under the Code. A brand new index helps you easily find the fifteen resources that have been updated to reflect the 2014 Code of Practice.

[Communication Consortium 0-25 Catalogue](#) - The Communication Trust's Consortium is a group of 52 voluntary and community sector organisations that provide a vast range of resources and services relating to children and young people's speech, language, and communication.

EEF Effective Professional Development

<https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development#nav-downloads>

Effective professional development (CPD) plays a crucial role in improving classroom practice and pupil outcomes.

[CPD Strategy - FINAL.pdf](#)

Use of SEESAW to create a WAGOLL page for staff to use as reference and CPD.

Instructional coaching

Prospect House CPD Strategy

Intent:

Research shows that CPD plays a crucial role in staff wellbeing and development.

Teacher well-being at work in schools and further education providers, Ofsted 2019

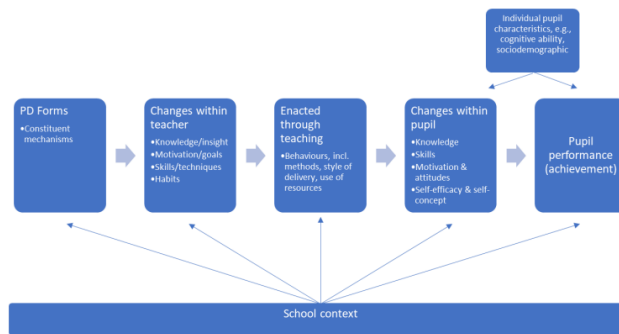
Guidance: Education staff wellbeing charter, DfE 2022

Our CPD offer reflects the EEF & GTTK recommendations:

EEF	Greater Teacher Toolkit (GTK)
<ul style="list-style-type: none"> • Build knowledge • Motivate staff • Develop teaching techniques • Embed practice • Evaluate through observation 	<ul style="list-style-type: none"> • Understanding the content • Creating a Supportive Environment • Maximising Opportunities to Learn • Activating Hard Thinking

<https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/teacher-professional-development-characteristics>

Figure 1: Logic model showing pathway from professional development interventions to pupil achievement



Balanced PD designs, incorporating one mechanism addressing each of evidence-based insight, goal directed change, development of techniques, and practice have larger average effects.

Embedding the practice for Synthetic Phonics Program 'Essential Letters and Sounds'

Phonics programme: continued CPD .

EEF Preparing for Literacy

<https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years>

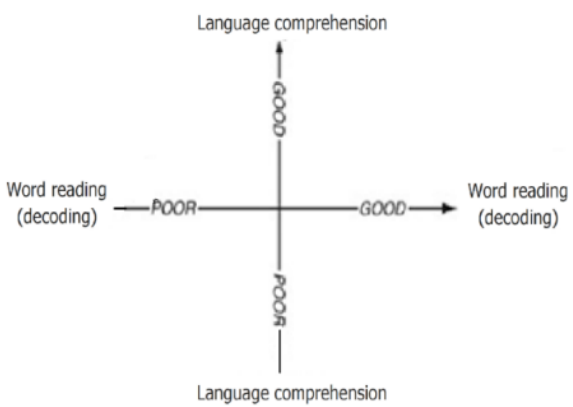
Early reading requires the development of a broad range of capabilities. Using a number of different approaches will be more effective than focusing on any single aspect of early reading.

DfE Guidance: Choosing a phonics teaching programme

<https://www.gov.uk/government/publications/choosing-a-phonics-teaching-programme/list-of-phonics-teaching-programmes>

6



<p>Non contact time for DHT to develop CPD.</p> <p>Reading Dedicated story time, whole class guided reading.</p> <p>Dedicated daily phonics for all pupils.</p> <p>Dedicated TA3 role to support phonics and reading</p>	<p>DfE The Reading Framework https://www.gov.uk/government/publications/the-reading-framework-teaching-the-foundations-of-literacy</p> <p>Figure 2: The Simple View of Reading</p>  <p>Promising approaches to develop early reading include storytelling, activities to develop letter and sound knowledge, and singing and rhyming activities to develop phonological awareness. Prior to the introduction of systematic phonics teaching, activities to develop children’s phonological awareness and interest in sounds are likely to be beneficial.</p>	
<p><i>Dedicated TA3 roles to support Functional Communication , Physical Development and PE, enrichment, complex needs & Emotional Literacy for all pupils.</i></p> <p><i>TLR dedicated to support EYFS, Enrichment & Engagement.</i></p>	<p>EEF Teaching Assistant Interventions https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support</p> <p>Teaching assistants can provide a large positive impact on learner outcomes, however, how they are deployed is key.</p> <p>Access to high quality teaching is the most important lever schools have to improve outcomes for their pupils. It is particularly important to ensure that when pupils are receiving support from a teaching assistant, this supplements teaching but does not reduce the amount of high-quality interactions they have with their classroom teacher both in and out-of-class.</p> <p>Investing in professional development for teaching assistants to deliver structured interventions can be a cost-effective approach to improving learner outcomes due to the large difference in efficacy between different deployments of teaching assistants.</p>	<p>3</p>

	<p>Use assessments to inform, not replace, professional judgement. Monitor children's sensory needs to ensure they do not impede learning</p> <p>'Self-regulation' refers to children's ability to manage their own behaviour and aspects of their learning. A number of approaches to developing self-regulation exist, including the 'Plan-Do-Review' cycle. Embed opportunities to develop self-regulation within day-to-day activities. Monitor the development of children's self-regulation and ensure activities remain suitably challenging.</p> <p>School leaders will systematically review the roles of both teachers and TAs and take a wider view of how TAs can support learning and improve attainment throughout the school.</p> <p>During lesson preparation time ensure TAs have the essential 'need to knows': - Concepts, facts, information being taught - Skills to be learned, applied, practised or extended - Intended learning outcomes - Expected/required feedback.</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 17,305

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Targeted Wave 2 support for pupils when identified.</i></p> <p>Wave two interventions to be run for pupils identified as requiring this from academic data, behaviour information and</p>	<p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/literacy-early-years/Preparing_Literacy_Poster.pdf?v=1666265563</p> <p>High quality targeted support can ensure that children falling behind catch up as quickly as possible. Small-group support is more likely to be effective when: - children with the greatest needs are supported by the most capable adults; - adults have been trained to deliver the activity being used; and - the approach is evidence based and has been evaluated elsewhere</p> <p>EEF Making best use of Teaching Assistants</p>	<p>1</p> <p>2</p>



<p>from safeguarding information. Music Therapy Occupational Therapy Therapeutic Interventions.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support</p>	
<p>Specialist support for learning professionals to develop the QFT offer alongside an increase in the amount of access to Music Therapy, SaLT & OT to support targeted children through bought additionality.</p>	<p>https://www.nordoff-robbins.org.uk/music-therapy/what-is-music-therapy/</p> <p>https://manchester-occupational-therapy-services.co.uk/</p> <p>Embed opportunities to develop self-regulation.</p> <p>‘Self-regulation’ refers to children’s ability to manage their own behaviour and aspects of their learning. A number of approaches to developing self-regulation exist, including the ‘Plan-Do-Review’ cycle. Embed opportunities to develop self-regulation within day-to-day activities. Monitor the development of children’s self-regulation and ensure activities remain suitably challenging.</p> <p>Relevant training is provided to ensure the provision for our disadvantaged pupils is of high priority and we are up to date with the current programmes.</p> <p>What Works is a moderated online library of evidenced interventions that aim to support children’s speech, language and communication.</p> <p>What Works helps early years practitioners, teachers, school leaders, and speech and language therapists (SLTs) find the most appropriate interventions for children and young people by providing a free and easily accessible overview of the evidence base for each intervention.</p> <p>https://ican.org.uk/i-cans-talking-point/professionals/tct-resources/what-works-database/</p>	5
<p>Enhancing the sensory integration and regulation equipment and</p>	<p>https://manchester-occupational-therapy-services.co.uk/sensory-processing/</p> <p>For some people, sensory integration does not develop as efficiently as it should, and this is known as Sensory Processing Disorder (SPD) or Sensory</p>	5



<p>offer available for all learners with enhanced sensory needs, including high quality training for staff.</p>	<p>Integrative Dysfunction. (NB this is not a recognised medical diagnosis at this time) Sensory processing disorder results in their nervous systems having difficulty taking in, integrating and making use of sensory information. This changes how the person then responds to changes in their own body and the environment and how they interact with their environment and other people around them.</p> <p>When a person is not able to process and act on sensory information, they will have difficulty performing countless everyday tasks. They may present with variety of difficulties including motor problems, behavioural problems, difficulty making friends, anxiety, depression, academic problems, and attention/concentration difficulties.</p> <p>Sensory integration is a highly specialised therapy which is practiced by trained occupational therapists. The therapy package is also likely to include advice for parents and school staff on the environmental accommodations that can be used to enhance the child's function in their daily life.</p> <p>Pupils from disadvantaged backgrounds may be less likely to be able to benefit from sport clubs and other physical activities outside of school due to the associated financial costs (e.g. equipment). By providing physical activities free of charge, schools give pupils access to benefits and opportunities that might not otherwise be available to them.</p> <p>We have observed that sensory equipment and resources such as mattresses, lap pads, tunnels, weighted jackets and additional proprioceptor equipment can be effective at providing support for our pupils with sensory needs. It also supports the basics of physical development; running, jumping and being able to sit in a seat to learn.</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 17,305

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Enhancing the sensory integration and regulation equipment and offer available for all learners with enhanced sensory needs, including high quality training for staff.</p>	<p>https://manchester-occupational-therapy-services.co.uk/sensory-processing/</p> <p>For some people, sensory integration does not develop as efficiently as it should, and this is known as Sensory Processing Disorder (SPD) or Sensory Integrative Dysfunction. (NB this is not a recognised medical diagnosis at this time) Sensory processing disorder results in their nervous systems having difficulty taking in, integrating and making use of sensory information. This changes how the person then responds to changes in their own body and the environment and how they interact with their environment and other people around them.</p> <p>When a person is not able to process and act on sensory information, they will have difficulty performing countless everyday tasks. They may present with variety of difficulties including motor problems, behavioural problems, difficulty making friends, anxiety, depression, academic problems, and attention/concentration difficulties.</p> <p>Sensory integration is a highly specialised therapy which is practiced by trained occupational therapists. The therapy package is also likely to include advice for parents and school staff on the environmental accommodations that can be used to enhance the child's function in their daily life.</p> <p>Pupils from disadvantaged backgrounds may be less likely to be able to benefit from sport clubs and other physical activities outside of school due to the associated financial costs (e.g. equipment). By providing physical activities free of charge, schools give pupils access to benefits and opportunities that might not otherwise be available to them.</p> <p>We have observed that sensory equipment and resources such as mattresses, lap pads, tunnels, weighted jackets and additional proprioceptor equipment can be effective at providing support for our pupils with sensory needs. It also supports the basics of physical development; running, jumping and being able to sit in a seat to learn.</p>	<p>5</p>



<p>Pupils have a breadth of experiences that enable them to contextualize their learning: Prospect House Farm, Forest School, Community Garden, enrichment experiences.</p>	<p>The term ‘non-cognitive skills’ refers to a set of attitudes, behaviours, and strategies that are thought to underpin success in school and at work, such as motivation, perseverance, and self-control.</p> <p>Pupils need the ability to respond to setbacks, work well with others, build relationships, manage emotions, and cope with difficult situations. There is growing evidence that these skills are important to children’s later outcomes.</p> <p>These learning opportunities teach important problem-solving skills, as well as increase feelings of self-competence.</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment?utm_source=/guidance-for-teachers/life-skills-enrichment&utm_medium=search&utm_campaign=site_search&search_term=enrich</p> <p>All children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education. Including high quality resources, books and equipment to support the delivery of interventions and individualised learning.</p> <p>https://www.lotc.org.uk/category/research/</p> <p>Every pupil should have a supportive relationship with a member of school staff.</p>	<p>1 2 3</p>
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Total budgeted cost: £ 90,210

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

Data 2022-23:

EYFS pupils:

PP/NPP 0% gap all Core and Prime areas of learning (Summer data 2023)

KS1/2:

SUBJECT	Pupil Premium Students	Non Pupil Premium Students	Pupil Premium / Non Pupil Premium % GAP Summer 2023
ENGLISH - READING	100%	100%	0%
ENGLISH - WRITING	100%	97%	3%
ENGLISH - S & L	100%	97%	3%
MATHS - NUMBER	98%	100%	-2%
MATHS - U & A	95%	94%	1%
MATHS - SSM	98%	100%	-2%
SCIENCE	95%	97%	-2%
ART	100%	100%	0%
COMPUTING	98%	94%	4%
GEOGRAPHY	100%	97%	3%
HISTORY	97%	93%	4%
DESIGN TECHNOLOGY	100%	100%	0%
MUSIC	98%	97%	1%
PE	98%	97%	1%
RE	100%	100%	0%
PSHE	100%	100%	0%
SWIM_HYDRO	100%	100%	0%
MFL	100%	100%	0%
FOOD TECHNOLOGY	98%	100%	-2%

Ofsted July 2023:

Prospect House provides an inspiring learning environment in which pupils with special educational needs and/or disabilities flourish.

The school environment is a sanctuary in which pupils get the best opportunities to learn, grow and develop.

Leaders' curriculum thinking, including in the early years, is underpinned by a thorough understanding of pupils' individual learning needs. Leaders use their insight into, and knowledge of, each pupil's developmental needs to devise unique, well-crafted personalised curriculums. These curriculums are ambitious. They enable pupils to achieve the very best outcomes.

Staff build exceptional relationships with pupils, based on mutual respect and understanding. Pupils and staff care for each other. Pupils are motivated to learn, displaying strong levels of engagement. They show determination to succeed, even when they find learning tricky.